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ABSTRACT

Designed as a forum for the exchange of ideas on teaching and learning in Utah's community colleges, this journal presents a series of essays by college faculty. The September 1988 issue contains: (1) "The Community College Academic Environment--And Me," by Timothy R. Bywater, which highlights the strengths of Dixie College, including the interaction of colleagues, its teaching atmosphere, and professional development opportunities; (2) "Education: The Season for Bloom," by Jeanille Gooch, which offers a critical analysis of Allan Bloom's "The Closing of the American Mind"; (3) "Teaching Writing in the 1980s: An Upward Spiral," by Richard H. Jensen, which considers the value of a process-oriented approach to writing instruction and peer review of student writing in composition courses; (4) "Educating Rita at Snow College: The Impact of the Nontraditional Student," by Elaine Burnham, which considers the characteristics and needs of older women students; (5) "Student-Centered Education," by Louise Excell, which discusses various aspects of student-teacher interaction, urging teachers to place more emphasis on student needs and objectives and strive for a balance between camaraderie and pedagogy; (6) "Air Waves of the Future: A New Generation of Television Learning," by Nancy J. Taniguchi, which describes the benefits for students and instructors of the College of Eastern Utah's telelearning system; (7) "Q & A: How Are We Doing?" by Bryan B. Gardner," which describes a study conducted to determine community perceptions of Salt Lake Community College; (8) "Utah High School Students in Advanced Courses," by Roger G. Baker, which assesses the outcomes of concurrent high school/college enrollments; (9) "Enhancing Student Performance by Learning How to Feed the Pigs," by David O. Litchford, which suggests ways of developing positive student attitudes toward learning; and (10) "Snarfian Misery," by Larry R. Christensen, which offers a humorous perspective on the pitfalls of bad teaching. (AJL)

FOCUS:

A FORUM ON TEACHING AND LEARNING IN UTAH COMMUNITY COLLEGES

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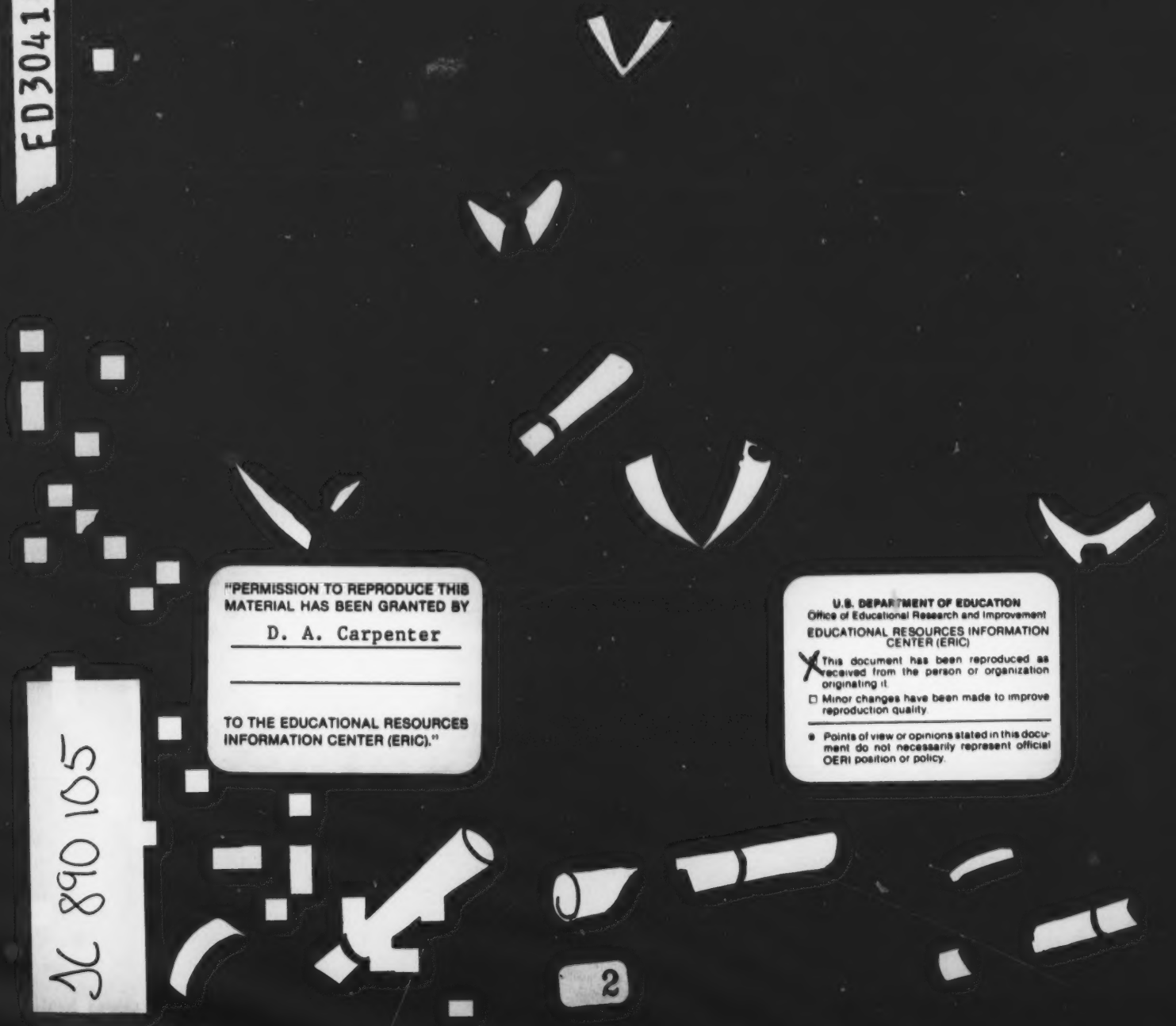

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THE COMMUNITY COLLEGE ACADEMIC ENVIRONMENT — AND ME

Timothy R. Bywater

When I came to Dixie College in 1982 after teaching for many years at the University of Utah, I was overwhelmed by the feeling that I was now working at a "two-year" college—inferior academically to the university. The feeling wasn't lessened when St. George townspeople and my friends at the university referred to the school as a "junior" college. But after six years of gradual discovery, my perceptions have changed dramatically. I realize that my university teaching experience didn't adequately prepare me to judge the community college. From my experience as a teacher and as an administrator at Dixie College, I believe I can now more accurately characterize the strengths of the community college's academic environment, which include: 1) colleague interaction; 2) teaching atmosphere; 3) professional development, research, and scholarly publishing opportunities; and 4) teacher/administrator influence on the student and on the institution. I have been pleasantly surprised to find that in all these areas, the community college compares favorably with the four-year college or university.

Colleague Interaction

The one unequivocal statement I can make concerning the academic environment at the community college is that in this environment I have had a unique opportunity to interact with colleagues from a variety of academic disciplines. Symbolic of this opportunity would have to be the lunchroom colloquium in the Dixie College liberal arts building. I had always considered the teacher's lunchroom to be a high school invention, so when I was invited to eat lunch with the faculty in our building, I was skeptical. Little did I realize that I was being invited to one of the most intellectually stimulating, ongoing discussions that I have ever been involved in on any academic level. At the University of Utah, I would occasionally go to lunch with my colleagues or with one of my major professors. But at our colloquium, every day there will be an eclectic sampling of thought from various humanities and social science disciplines, including: psychology, sociology, economics, political science, British lit, film study, American lit, humanities, composition, German—with an occasional visit from the history department in the person of the president of the college.

These lunchroom discussions provide a forum to explore ideas that run the gamut in these disciplines and can range to all topics, including arguments concerning the latest NBA or NFL playoffs. At first, I was a reticent participant in these sessions; now they affect me like a drug—I need a daily fix. Missing from our division is the internecine warfare that often occurs in large university departments. Naturally, differences of opinion arise, as they will, when an argument develops between a Milton Freedman economist and a Jessie Jackson supporter. But seldom do these differences go beyond intellectual argument, which is stimulating and interesting, and not born of

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TIMOTHY R. BYWATER teaches English at Dixie College, where he also serves as Dean of Humanities and Social Sciences. He earned his B.S., M.A., and Ph.D. degrees at the University of Utah.

jealousy and mistrust. I believe that the breakdown of departmental barriers that takes place at the community college plays a major role in creating a more open, relaxed atmosphere in which to interact with colleagues.

Teaching Atmosphere

It was, in my opinion, the lunchroom discussions that initiated the Dixie College interdisciplinary humanities courses: Technology, Growth, and The Environment; Utopias; and Death and Dying. These courses, made possible by an NEH grant, are team-taught by our lunchroom faculty: a sociologist and British lit specialist, a political scientist and American lit expert, and an economist and a Shakespeare scholar. The courses represent the variety that we can offer in the Humanities and Social Science Division, and the variety available to students of all community colleges in Utah. With teaching emphasis being placed on the first two college years, freshmen and sophomores are immediately exposed to an exciting curriculum developed and taught by the permanent faculty—not a curriculum developed by a graduate school director, steeped in the latest theory, and taught by teaching assistants. A look at Utah community college catalogues indicates that our offerings are as diverse and interesting as one will find at the freshman and sophomore level at any four-year college or university in Utah.

Although part of our mission involves articulating transfer courses with four-year schools, we are also able, because of our manageable size and acute sensitivity to student needs, to experiment with courses designed specifically for our student population. The students at Dixie, for example, are a mixture of the finest, most academically committed, to the poorest, least prepared. I'm still stunned at the lack of engagement of some of them, and of their failure to appreciate the wonderful education opportunity that Dixie College offers. But because of the open admission policy, all students have the chance to be exposed to the challenges of higher education, fitted to their academic skills. This flexibility represents an example of the democratic ideal. The staff and the administration are committed to this ideal and are continually searching for innovative ways of reaching all students. Over the last few years, we have created a developmental program for students not prepared to enter freshman level courses. This year we began to develop an honors program, which all college divisions have strongly supported. To be involved with the students in the developmental program, who are now moving toward a degree, and to see the initial excitement of students in the honors courses have been exhilarating experiences.

Professional Development, Research, and Scholarly Publishing Opportunities

Although the focus at the community college is on teaching, faculty development and scholarship are not slighted. In our division, all faculty members are working to enhance their academic and scholarly expertise. In the last two years, our humanities and social science faculty have been granted two Fulbright fellowships, one Ph.D. from Oxford University, and many courses completed beyond the masters level, with at least three professors at various stages of work toward the Ph.D. Other divisions are equally active. Why? Because our salary schedule is tied to completed course work and to advanced degrees so that faculty at Dixie

have the incentive to gain new knowledge through academic advancement.

Publishing and grant writing, although not stressed, are also enthusiastically supported at Dixie. Members of our faculty have authored and published poetry, short stories, novels, scholarly papers, student texts, as well as national grants. The Utah community college magazine, *Focus*, provides a fine opportunity for us and others at the state's community colleges to publish. Several of our faculty use their expertise to consult in areas related to their academic fields. Although money is extremely tight, every year most members of our division have been able to attend conferences dealing with their academic interests.

I mention scholarship only to make the point that, in my case at least, working at a community college made my scholarship and writing possible. I have had strong support from everyone at the college, both monetary and personal, to help me with my research projects. I have a clear sense that my colleagues want me to succeed. They encourage me by offering to proofread my articles, to brainstorm my ideas, and to let me know when I'm off target. I allow them to critique my work without feeling threatened. I'm not sure why, but I'd guess it's because they're teachers first, attempting to be positive as well as critical. The overt "publish or perish" pressure and cutthroat competition, often connected to university scholarship, are absent here. At the community college, scholarly pursuit is placed in proper perspective; the reason that we're here is simple: to teach and to learn. Our scholarship and research are grounded in those goals.

Teacher/Administrator Influence on the Student and on the Institution

Recently, while accepting a distinguished service award, a senior Dixie College faculty member had this to say about his role at the college: "I could have never had the opportunity to be so involved and to do the things I've done, anyplace else but here." I agree and would add that what I do, and what all of us do at Dixie College, and by implication, at all the community colleges in the state, has an immediate impact on our students, and on the community, which, at the four-year schools, would be somewhat diluted. For entering students at the community college, the student-teacher relationship, because of class size and focus on freshmen and sophomores, is closer and our impact greater than it possibly can be at the four-year college or university, where much of the emphasis is placed on juniors, seniors, and graduate students. The community college student can rely on us for academic and personal guidance during the crucial first two years of college, arguably the most important years in a student's college experience.

Also, our responsibility for committee assignments and other faculty matters does not stop with our departmental interests. These assignments determine the way the entire campus functions. On any given day, a faculty member might be asked to make an important decision involving students, other divisions, administration, or townspeople—as a consequence of working on a community college campus. If it gets done, no matter what it is, we have to do it. One year, for example, I thought it would be a good idea if our students had the chance to hear some speakers with a variety of points of view from outside the St. George community. As a result, I was put in charge of a speaker's forum, which during the year brought several speakers to the campus. As I was introducing one of the speakers, T. H. Bell, former United States Secretary of Education, the thought came to me that at the community college, I had much more responsibility to the community, to the college, and to our students than I dreamed possible. The community college academic environment provides each faculty member with the chance to make a difference.

I've written this at a time that education in Utah is at the barricades. There is even talk that some of the community colleges might close. It would be a tragic mistake. Here, at the community (not junior) college level, in a quiet, unassuming and yet unique way, significant teaching and learning take place. The im-

pact of the community college is subtle, one that's difficult to document—but one that would be sorely missed if it were eliminated. I feel extremely fortunate and proud to work in this academic environment.

EDUCATION: THE SEASON FOR BLOOM

Jeanille Gooch

What does it mean when the three best sellers of 1987 focused upon the quandaries of higher education in America? *The Closing of The American Mind,* Allan Bloom's critique of contemporary students and the American system of higher education topped book lists early last spring. Joining it were E. D. Hirsch Jr.'s *Cultural Literacy* and Ernest L. Boyer's *College.* Certainly, this emphasis could be viewed as a nostalgic return to a neglected tradition; however, it should be regarded as urgently necessary.

Bloom referred to college students as "flat souled." "Flat souled" connotes that mind or soul has not precipitated as a result of academia. Academia seems to be fixated upon other areas of concern such as skill performance and superficial reasoning levels. Therefore, the traditional role of philosophy and other liberal arts which foster character development is averted. The results of nonprecipitation in combination with the possibility of nuclear disaster, decline of the family, overabundant reliance upon technology, preoccupation with self centeredness, or instant gratification provided by television, drugs, or sex have taken a toll. Students symbolize ancient humankind: unclad, unconnected, isolated with no inherited or unconditional convictions about anything, anyone, or themselves.

Can this description possibly include our students? Admittedly, most have witnessed the ironies and contradictions from recent history. College freshman were but one year of age when Robert Kennedy was assassinated, when Martin Luther King was assassinated, and when some American cities burned during riots. Students were five years of age when the United States disengaged from the war in Vietnam. They were six when the President of the United States resigned from office in disgrace while other high administrative officials were imprisoned as criminals. They were twelve when the American government acknowledged the right of Great Britain, a power outside of the domain specified in the Monroe Doctrine, to invade an island claimed by a country inside of the specified doctrine area. For the last ten years students have witnessed television antiheroes like J. R. Ewing of *Dallas,* Alexis of *Dynasty,* and Abbie of *Knott's Landing,* thrive while they manipulated and foiled admirable, good natured counterparts and family members. Students were fifteen when AIDS was announced as the scourge without a cure. Within the last six months, students heard Lieutenant Colonel Oliver North expound that there are times and occasions when lies need to be told.

Considering only this fraction of history from the past eighteen years, it is little wonder that college students may prefer instant individual gratification. As Bloom accused, academia is not empowering students with higher levels of reasoning skills to analyze and synthesize the implications of such events as well as the eventual impact. Thus, the student and his social claim is rendered weak and enfeebled.

JEANILLE GOOCH, General Studies instructor at Utah Valley Community College, earned a B.S. degree in Public Health and M.Ed. degree in Reading/Writing at the University of Utah.

Will the Real College Student Please Rise?

A closer inspection of our studentbody reveals a unique regional perspective. The majority of the nearly 7,000 freshmen and sophomores attending Utah Valley Community College (UVCC) come from Mormon (The Church of Jesus Christ of Latter-day Saints) communities with populations between 1,000 and 80,000 persons. At young ages, besides regular church attendance, church education is reinforced in weekly youth meetings; which for males is incorporated with the Cub Scouts and the Boy Scouts of America. This program which lasts into the teenaged years is supplemented with a more formalized process of religious coeducation upon enrollment into Seminary classes which parallels the ninth grade throughout high school years and continues as Institute courses during college years. Brigham Young University is the only other institution of higher learning within a forty mile radius in our county of 250,000 residents. In the past, students seeking education or degrees attended this privately owned university. Because of relatively small and isolated populations, the unity of Mormon beliefs, and an encompassing church education program, UVCC students reflect a different student profile than described by Bloom. It isn't that they lack teachings which build character nor do they portray human beings without dignity and humility. However, as with reliance on any one system or any one source, students reflect a singleness of purpose and methodology when it comes to the task of critical thinking, decision making, and living in a pluralistic society. Therefore, our students especially need broader insight into the world, past and present.

Returning to the classics explicitly involves reading and writing about the literature, drama, philosophy, science, history, and poetry of classical antiquity. It also evokes the similar educational attitudes of the time which was preparation of students with the essential critical thinking faculties and ethical dispositions to understand themselves and each other. Returning to the classics implicitly involves participative learning which enhances self awareness plus the conviction that unbiased investigation leads to true values and knowledge.

Socrates Evoked

The ancient classics, which were originally written for an educated elitist male population, offer to *all* human beings because of keen powers of rationality, a means of attaining insight. Socrates devoted his life to teaching others how to gain insight by means of reasoning. Because Socrates believed that "the unexamined life is not worth living," he carefully laid a foundation for self awareness. It is that every age must reinvent Socrates—everybody interested in thinking has to! Socrates wrote nothing, but he had followers who did. Socrates lives today on the pages of Plato's dialogues; however, Plato's dialogues are not just records of Socrates' words. They are recreations of his integrity.

What is Dialectic?

The Platonic dialogues invite one or more fellow Athenians as well as the reader to participate in philosophical conversations or dialects. The conversational format represents Plato's recognition that philosophy is itself a social undertaking. The heart of dialectic is when the fellow Athenian when cornered is not left there to her or his own resources; conversational treatment because of its very nature takes into account other points of view. The dialogues in their written form broadens the social scope of the thought processes by inviting the reader

in turn to introduce his or her own points of view into the dialogue. Thusly, to continue the conversation, nurtures personal involvement since the resources which the reader must bring with her or him are individual thoughts, statements, and actions.

In the dialogues the personal style of thought of each fellow Athenian is not only displayed by his statements but is also dramatized by the way in which the different participants come upon a problem at some moment when their lives overlap, as a consequence of the course of action to which each is committed. For example, in *Euthyphro,* the problem is to determine what piety is. However, the problem is encountered when Euthyphro meets Socrates and their paths cross because Euthyphro is on his way to accuse his father of impiety while Socrates is himself to come up for his own trial on the same accusation. Readers become further involved when Socrates alerts Euthyphro that all knowledge is self knowledge, thus the credentials of a participant (fellow Athenian or student) to examine a problem comes up for consideration as well as the problem itself. For example, a glutton could not be expected to know what moderation is, since his own insatiation would destroy his perceptions of the situation and would prevent his efforts to attain this knowledge. Likewise students because of naivete or immaturity have a dogmatic tendency to not seek evidence and arguments that threaten the truth or probable truth of one's beliefs.

Another essential feature of dialectic is a strategy which enables students to engage in critical thought. When first applied by Socrates, two techniques were generally practiced. Both were in hypothetical form: refuting an opponent's statement by getting him in the course of questioning to accept as an ultimate consequence of it a statement contradicting it, and leading him on to a generalization by getting him to accept its truth in a series of instances. All of the while the conversation takes place in black on white, the printed page. A second dialogue simultaneously takes place on the slate of the student's mind. It is here that the student responds to Socratic queries. Thus, the dialectic format appears to have been invented to preserve an understandable image of the process of self-conversation. It is through her or his self-conversation that awareness of possible self-contradiction or cognitive dissonance occurs.

Cognitive dissonance theorists maintain that awareness of inconsistent beliefs is the first essential necessary for possible resolve. Ideally, (Festinger) the student would employ a somewhat modified form of dialectic by examining all of the relevant evidence that tends to support or disconfirm belief. After a survey of the relevant available data, the student would come to repudiate one or all beliefs on the basis of evidence. Or the student may dismiss all beliefs due to weak evidence. Dismissal or rejection may lead the student to a more reasonable belief in light of evidence. Hegel described this process as consisting of a necessary movement from thesis to antithesis, and then to a synthesis of the two. An example of the modified dialectic is Martin Luther King's *Letter from the Birmingham Jail.* Although written for eight ministers, it is actually dialectic for each to consider. King queries about the possibility of the covenant from the Bill of Rights and the Constitution as to applicability for some or for all. A thorough reading and analysis of the letter promotes the possible resolution of dissonance in a specific teaching and learning setting. Therefore, the concept of dialectic not only provides a means for self awareness and understanding, but it is also a tool which can be used by students to contemplate the writing and speaking of others who employ it.

Promoting dissonance and its rational resolve is a by-product of implementing dialectic. The student will come to realize that the rational resolution of dissonance is more likely to result in self understanding and furtherance of common good.

This notion of an education is not that which leads to a degree only for the sake of employment. Rather, it is the kind of education which equips the individual to function effectively. Education of this kind confers freedom, it

makes the individual autonomous. Autonomy involves the ability to rise above the world received from the previous generations and to judge the given by the standards of the good. Judgment must be grounded in the values and knowledge of the classics, which is a pageant of passionate arguments about the good as well as the means for achieving it.

Thank Goodness for Gadflies

Allan Bloom is to modern America what Socrates was to fifth century B.C.E. Athens. He is a present day "gadfly" who stimulates others with stinging thoughts and irritating criticisms. Bloom claims that contemporary academia renders students incapable of reasoning much the same as did Socrates of the Sophist education which rendered young Athenians incapable of reasoning. Bloom reminds us that the return to philosophy and the resurgence of the classics constitutes a greatly needed rich and diverse intellectual heritage. An analysis of recent American history and provincial cultural factors indicates that the Western legacy had much to offer our students.

The dialectical strategy proposed here only begins the means for promoting careful rationality. A plethora of means are available throughout the classics with which each instructor should investigate to find which she or he is best suited, given her or his personality, style, and interest, in order to make courses more meaningful for all.

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TEACHING WRITING IN THE 1980s — AN UPWARD SPIRAL

Richard H. Jensen

More than twenty years ago, many important studies were conducted concerning the qualities of good writing by respected educators such as Ken McRorie, Jim Moffett, Francis Christensen, and many others which led to significant changes. These educators asked a simple question: "What is Good Writing?" Instead of going to their colleagues for the answers, they studied how certain writers, novelists, and essayists created and crafted their stories. The educators rediscovered what good writers had been saying all along—that writing is a process and not a skill, and that good writing is honest and clear. When English professors began teaching writing as a process, student writing improved and students began to enjoy writing.

Writing Is A Process

In teaching writing as a process for the past eleven years, I have found that it is extremely important that students choose topics that they really care about, that the topics contain some form of tension (conflict, irony, satire, etc.). In so doing, students learn something about themselves or about some experience which will affect their lives in an important way. I tell students not to worry about the appearance of their paper or mechanics, but instead to just start writing and trust the process. Only when students get accustomed to writing in such a relaxed atmosphere will they begin tapping into the creative aspects of their subconscious minds. Worrying, excessive thinking before beginning to write, and fear of failure only hamper the writing process.

A few students inevitably have trouble picking a meaningful topic. When that happens, the student can benefit from a short, five-minute conference. Some students simply lack the maturity or self-knowledge to easily pick a topic; others want to write about getting drunk or "picking-up" a member of the opposite sex in bars. But all students have problems, conflicts, or interests that can be identified and turned into papers. Quarter after quarter, the best papers I receive deal with problems in students' lives. Some have written about being abused by their parents or other adults; others write about conflicts with family or friends, drug abuse, their jobs, or related problems. When writing about personal conflicts, students gain additional benefits beyond improving their writing: they begin an important healing process, deepen their understanding of their problems, and often even solve the identified problem. Many good papers come from students writing about a particular interest or hobby, spiritual experiences or spending time alone in nature, the warmth of family and friends, or the satisfaction gained through athletics or the arts.

Peer Review

When students complete their rough drafts, they are encouraged to read their papers in small groups for peer evaluation. Those with topics of a highly personal nature might read

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RICHARD H. JENSEN teaches Writing and Humanities at Salt Lake Community College. He earned a B.S. in History and an M.A. in English at Utah State University. In 1977 he participated in the Bay Area Writing Project. He has taught writing at Utah State University, CEU and SLCC for the past 18 years.

their papers to someone they trust so that they can sense the reaction of a live audience and receive feedback. Quite often enough trust is created by listening to others' papers so that sensitive topics such as incest, hard drug abuse, or family alcoholism will be presented in class. Further, such trust and sharing often evolves into developing friendships between students.

My writing classes understand that I expect them to spend at least one hour per page polishing their papers mechanically and stylistically. I take them through this process step by step. I spend an entire class period explaining descriptive verbs, then ask them to edit their papers that evening and replace weaker verbs with stronger ones. In addition, I emphasize metaphors, sentence combining, economy, parallel structure, and the avoidance of cliches when the students polish their papers. I always devote time in class to information students will need to work on that evening so that they don't forget the writing concepts before they need to apply them. A lecture on writing introductions, conclusions, and developing a topic provides a good starting point and base of reference.

I use a variety of essays and articles on writing as a process to emphasize the differences between good and poor writing. One essay I use is "Politics and the English Language," written in 1946 by George Orwell. In the study, Orwell concluded that the biggest problems in writing were vagueness and insincerity; and that the use of modern English was on a downhill spiral, taking our political, social and cultural systems with it. Poor writing, he felt, was the result of poor thought, and poor or undeveloped thought led to a variety of problems. As an example, Orwell surmised that it was not a politician's fault that he was elected to hold public office—he was simply a reflection of the society that elected him. Orwell quotes a verse from *Ecclesiastes* to make his point, then rewrites the same passage into a pseudo-scholarly and bureaucratic language which is common today.

The original reads:

> "I returned and saw under the sun, that the race is not to the swift, nor the battle to the strong, neither yet bread to the wise, nor yet riches to men of understanding, nor yet favour to men of skill; but time and chance happeneth to them all."

The modern translation is:

> "Objective consideration of contemporary phenomena compels the conclusion that success or failure in competitive activities exhibits no tendency to be commesurate with innate capacity, but that a considerable element of the unpredictable must invariably be taken into account."

The modern version resembles many textbooks used in schools today. This presents educators with two problems: First, students have a tendency to copy the styles they see in print and must be re-taught to be clear and concise. Second, studies show that students only remember approximately 10% of what they read in textbooks. Writing that is poorly composed, vague, or boring is difficult to remember. Educational psychologists have recently found that texts must be high in meaning and high in imagery before the material gets into the long-term memory. This is why I have students choose their own topics and then fill their paragraphs with vivid verbs, metaphors, personal detail, and good imagery. I stress the importance of their papers being as meaningful and memorable as those of a good essayist, novelist, or poet.

Student Paper Excerpts

The following are excerpts from English 101 papers written during the past year at Salt Lake Community College. These papers describe a personal experience which is meaningful to the student/author. The first example is taken from a student paper which describes the excitement and aesthetic experience of fishing on the San Francisco Bay.

> In the afternoon very stiff winds blow directly through the Golden Gate Bridge; today was no exception. At 3:00 p.m. the sky was still clear, the blue color was much like a Robin's egg and blended to light yellow on the west horizon. High tide was nearing its zenith, steadily climbing on the rotting, algae-encrusted dock pilings. I was completely alone. There was the ocean, the wind, and me. Even the crying seagulls had turned for

home. If I were washed overboard, I'd drown because nobody would have heard my cries for help. To escape the wind, I squatted behind the vertical wall and gratefully sipped the last bit of tomato soup I brought for lunch. The force of the wind increased, the tide had never been higher, the churning ocean hit the sea wall with a tremendous force. The wind hurtled spray fifteen feet behind me. As the forty-year-old dock pilings creeked and moaned loudly, I became afraid. I remember thinking, "If this thing starts to fall into the bay, what do I save? My fishing gear or my bicycle?

This second example is a paper describing the student's feelings when he emigrated from East Germany to Western Europe.

I was sitting in a coach compartment with on old lady. She kept looking at me like I was the devil himself. Two young men about my age came in. Their uniforms were clean and stiff like the expressions on their faces. They asked for my papers as they looked me over very closely. My haircut was the same, short, regulation cut as theirs. I answered the textbook questions just as they were told to me thousands of times before. Still they kept looking at me. My heart pounded with each clang of the track, louder and louder, until I thought they could hear my heart beating out of control. I asked if anything was wrong, but they didn't answer. Everything bad started racing through my head. Then, without warning, someone down the corridor smashed a bottle against a window. Without hesitation, one of the guards ran down the train car after him. I felt sorry for that person, knowing what would come to him . . .

As the train started to crawl those last few hundred meters to the border, I saw him standing on the platform. His face had returned to the stiff, indifferent look just like all the others on the walk. Within minutes, I could feel the warmth in spite of the cold air outside as I stepped from the train to freedom. Looking back at the barbed-wire and electric fences, I knew I would never return.

Most students enjoy this kind of writing and find it a valuable learning experience. Attention to detail not only makes the writing clear and memorable, but helps the student avoid sentimentality, preaching, or editorializing.

When students write expository papers, they can use many of these same principles. I use a variety of contemporary essays to give the students examples of powerful writing. In the following passage from "Letter from Birmingham Jail," Martin Luther King defends the charge that he and his followers were the creators of tension which led to violence during the civil rights marches of the early 1960s.

Actually, we who engage in nonviolent direct action are not the creators of tension. We merely bring to the surface the hidden tension that is already alive. We bring it out in the open where it can be seen and dealt with. Like a boil that can never be cured as long as it is covered up but must be opened with all its pus-flowing ugliness to the natural medicines of air and light, injustice must likewise be exposed, with all of the tension its exposing creates, to the light of human conscience and the air of national opinion before it can be cured.

In 1961 Rachel Carson published these words in *Silent Spring:* "This soil community, then, consists of a web of interwoven lives, each in some way related to the others—the living creatures depending on the soil but the soil in turn a vital element of the earth only so long as this community within it fluorishes."

Such writing as the examples above helped raise the nation's consciousness concerning civil rights and environmental problems and resulted in a variety of important legislative changes in the last generation. These two examples are included here to demonstrate that

Orwell's prediction regarding language usage and cultural decline can be checked. In fact, powerful writers can help reverse the spiral of a declining society and political system.

If American students can learn to write well, they can learn to think well. It is our hope that the results will be reflected in our political system and society as a whole.

EDUCATING RITA AT SNOW COLLEGE: THE IMPACT OF THE NONTRADITIONAL STUDENT

Elaine Burnham

In the fall of 1987 I attended the NCTE (National Council of Teachers of English) Conference in San Antonio. One all-day workshop dealt with older students. Nationally, by 1990 the average student will be a woman over the age of thirty. Questions were raised about how these students will impact education: Do we need to do things differently to teach them? What impact will they have on the classroom? How can we improve our ability to teach them? The questions raised showed an earnest attempt to make sure that this large segment of our society will get the best we have to offer.

Snow College has been atypical as far as these national statistics. Our average student age is 18, and our male students are only slightly fewer in number than our female students, 48% to 52%. We have always had a few older students, but by no means have they been the majority. I have always really enjoyed my experiences with the older students I have had, hence my interest in this all-day workshop. One of the requests of the NCTE was for us to come up with the ways that having older students in a class would impact that class, and to be aware of any peculiarities of having older students in college. Last year Snow College had its first big influx of older women students.

Influx of Older Women

After the Sperry Univac plant in Ephraim closed, a federal grant was applied for and awarded for retaining the Sperry workers interested in pursuing new job training. For the first time the College had enough of these nontraditional students to look for distinguishing group characteristics, as approximately ninety of these students enrolled in Snow classes. Three dominant traits or factors were evident as having a significant impact on the older students, and hence on the educational system of which they are a part.

The first factor is the fearful nature and resulting stress exhibited by these nontraditional students. Second is the home support system and whether it is positive or negative. The third factor is that older students get higher grades than traditional students, and this will impact grade averages. A closer look at these three factors is warranted.

ELAINE BURNHAM is a part-time instructor in the English Department at Snow College. She earned an M.A. degree from the University of Utah.

Data and statistics on the Sperry students were acquired from Sandra Lanier, the school-appointed counselor to these students, who presented her findings September, 1987, to The National Council of Educational Opportunity Associations, New Orleans.

Fear and Insecurity

First is the fearful nature of these students as they enter a system that is initially frightening and about which they feel deep insecurity. The fear and accompanying feelings of inferiority affect their abilities in the classroom. The women students, especially, compare themselves to the young 18-year-old females in the classes and feel themselves coming up short. A typical comment would be, "How can I possibly compete with those cute, skinny, well-dressed, eighteen-year-old girls?" It takes a great deal of encouragement on the part of the instructor to help them realize that the competition they perceive doesn't exist. They are there to challenge only themselves, and the challenge is for self-growth and knowledge, not for looks and fashion.

Overwhelmingly these women have poor self-esteem. I suspect that that is part of why they didn't attempt college when they were younger: 'I'm too stupid to be able to do this." "I don't have anything important to write about." An interesting concomitant statistic from a randomly selected group comprising 20% of these women showed that none of them had parents who had obtained a college degree. To deal with this in the classroom is only a partial help. Snow hired a part-time counselor as an advisor to the group of Sperry workers, and this additional, out-of-class support was extremely helpful. The college also held three seminars to acquaint the former Sperry workers with the campus and its courses, policies, and procedures. These people needed more than encouraging comments written on papers; they needed a person to keep telling them they were doing well, that they were succeeding. Also, additional developmental classes were added to the schedule to accommodate their needs. They were offered help in study skills, remedial help in math and English, and were given a chance to meet together to encourage and support each other.

The campus Professional Women's Group was also concerned about meeting the emotional needs of these older women students. A film strip was put together by members of the group to encourage and support the move of female students into nontraditional areas. The group was also instrumental in having a full-time woman counselor hired by the college for the first time. The female faculty members attempted to be supportive role models, and spent many extra hours out of class encouraging and supporting these students from their classes.

The most obvious result of these feelings of insecurity was increased stress in a classroom setting. This was most evident in testing situations. In actual class participation the older students quickly gained confidence in speaking out and sharing experiences. In tests, however, the confidence was slow to develop, and many students never did test up to their capabilities. I tried several different approaches to try to counter the negative impact of stress. I brought in handouts on how to take the different kinds of tests. I encouraged the students to talk about test-taking before a test, and to share ideas and "tricks" they had tried in the past that had helped. I attempted to give the same test in different ways for different students. For example in the English Mechanics class the students had to take a spelling test. I offered the a choice of taking it orally where I would say the word, and they would write it down or taking it visually where each word was written correctly and incorrectly, and they had to identify the correct spelling and circle it. I also sat down with a few students and talked through the test, section by section so I could be sure that they were processing the information correctly before they started answering questions. I even allowed one student to take the test home, being quite positive that she would be honest in not looking up answers, and by not being under time pressure she performed measurably better. I believe we must become increasingly creative in allowing for differences in students. Flexibility will benefit them and the institutions.

The students' fragility also meant that in grading papers I had to be very careful about marking failing papers. To someone experiencing low self-esteem a failing grade often means failure as a person. While many of these stu-

dents do come into the classes with poor skills, or lacking certain background abilities, they quickly learn what they are expected to know. they have the ability to advance much more quickly in skills and depth of thinking. My assumption is that this is the result of simple maturity and the wealth of experiences they have had which give them personal depth, and examples to synthesize the principles being taught in the class. Therefore, the goal is to honestly evaluate their material, teach them the areas they need to improve in, and to do this without reinforcing their feelings of low self-worth. As their skills improve, their self-esteem increases. As they grow in confidence, they become better able to distinguish criticisms on their papers from personal attacks. It becomes easier for the teacher to criticize the work because it isn't perceived personally.

Home Support Systems

The second factor that impacts these returning students is not as obvious as classroom stress is. It is almost a hidden factor. That is, it is hidden from us, but not from the students. This factor involves their home support systems. Those who had supportive families were able to bloom before our eyes. They made the transition painlessly as sacrifices in time and home comfort were deemed justifiable. Those with nonsupportive or threatened families at home have very little chance for success. Unfortunately, this trait is not uncommon, and while there doesn't seem to be a set of easy solutions, we must be aware of the effect it is having on the students and their ability to perform in school. Many of these people had suffered severe personal problems that included incest, divorce, or children's suicide attempts. They needed help working through these difficulties before they were able to achieve their full academic potential. The sad thing is that as these women increase their awareness of themselves and the world around them, they became more aware of the home conflicts and began to fully realize the negative effect the problems have on them and their schooling. They are growing and often feel that growth must stop to keep peace at home. Several spouses felt very threatened as a result of their wives' new-found self-esteem and knowledge. At least one woman was given the ultimatum of leaving school or facing a divorce. Obviously, this is not an area for my input. I have simply listened, and ached to realize that our societal expectations often don't encourage the changes that come about through personal growth. Some of the women had to face the reality that from change can come not only pleasure, but pain. Snow College concluded that when older, nontraditional students come back to college, time and effort should be expended to include their spouses in the educative process, if in no other way than to write letter up-dates, and send out messages that they are appreciated.

I have encouraged students to write about these personal conflicts as they feel ready to do so. By putting down the personal tragedies, they are able to deal with them: "How do I know what I mean until I see what I say." By developing an essay about an automobile accident she'd had, one older student was able to cope with it in a positive way, for the first time in a year and a half, and her recurring nightmares about the accident finally stopped.

Good Grades

The third factor is that these students end up getting very good grades. As more and more of them enter the system, an already inflated grade average will be going even higher. Obviously the standard applied to the traditional student shouldn't be changed when it's applied to these nontraditional students. But, perhaps the standard needs to be reevaluated. The grades of the Sperry students for fall quarter fell in the following percentages:

40% made 3.5-4.0,	17% made 2.0-2.9, and
34% made 3.0-3.4,	9% made 1.9 or below.

Winter quarter had very similar results with an additional thirty Sperry students enrolling in college:

38% made 3.5-4.0,	21% made 2.0-2.9, and
29% made 3.0-3.4,	5% made 1.9 or below.

The in-house support system had a tremendously positive impact on these Sperry people. Their GPA's were not only higher than the total student body average, 3.09 to 2.7, but they also outperformed other non-Sperry older students as well, 3.09 to 2.89.

Positive Impact

The positive impact went both ways. The school was enriched by these students in innumerable ways. Other more traditional students liked these older students. The Sperry students were great motivators for the average students who thought they were being overworked until they compared their situations to these women who were getting better grades while coping with families at home. The traditional students in many cases formed bonds and alliances with the older students. They also liked the class discussions which presented a new point of view as the older students joined in. The nontraditional students gained increasing confidence and often asked questions, usually questions the traditional students needed answers to, but were afraid to ask. Another way the traditional students benefited was when the increased effort extended the nontraditional students was also extended to them. The benefits were so evident for the older women that it reinforced the importance of personal interest in even those students who act tough or in other ways would seem to convey the message that they don't need our concern or help. All students benefited from increased personal attention and concern. The faculty members also were generally very positive in their comments about these older students.

There would seem to be no advantage to separating these students from the rest of the students and putting them in their own classes. We are all enriched by bringing these older, nontraditional students into our system. As "Rita" is being educated, we all are. With these nontraditional students we readily see the growth that comes through education; the impact on them, on us, and on our society is so positive that we are reminded that this is what education is all about.

STUDENT-CENTERED EDUCATION

Louise Excell

Several weeks before the end of winter quarter, one of my students came to my office to inform me that she would be missing a week's instruction because she was getting married. "Married?" I asked. "Why didn't you plan your wedding for Spring Break? Another few weeks couldn't make that much difference." For certain reasons, Spring Break was out of the question, she told me, and she went on to say that her wedding was the most important thing in her life. Although I was somewhat surprised, I had to appreciate her frankness as she told me that school paled in significance next to her wedding—an event which would affect her forever.

I thought about it for some time and I decided she was right; even a failing grade in my humanities class meant little to her in comparison to marriage. I could see that in the three short years that I had been teaching, I had somehow lost perspective. I had begun to think only of my rather idealistic expectations about educating and not of what was really happening to my students.

Student Advocacy

If this sounds like it's going to be some sort of apology for all of the confused, distracted college students who do poorly in classes, read on. What I really hope to do is to make a case for college and university teachers placing students back at the center of education, and becoming students' advocates rather than students' adversaries. My personal experience as a teacher is that the students who sense my interest in them and my enthusiasm for their efforts generally acknowledge it by striving to achieve beyond the minimum required for passing the course. And as a fairly recent graduate of a large research-oriented university, I know from a student's vantage point the demoralizing, dehumanizing effects of "education" conducted in auditorium-sized classrooms by aloof professors and harried teaching assistants.

But getting back to the point I made with the anecdote at the beginning: because I insist on imposing my own values on my students, I find, more and more often, that I don't understand what motivates them, and in my failure to understand their values, my relationships with them are remote and impersonal. In some rare instances, I even find myself in adversarial relationships with students. I perceive a vast difference between my expectations and the expectations of my students. In addition, my academic responsibilities pressure me, leaving little time or energy for students. In distancing myself from what should rightly be the focus of my teaching—that is, the student—I assume the same professorial posture that I hated so much when I was a student.

Realizing that I was removed, I reevaluated my ideas about the function of the college teacher and the way I teach. I see two areas of concern: teachers' unrealistic expectations of what should happen in the institution, and nonteaching demands that interfere with actual teaching.

LOUISE EXCELL teaches English at Dixie College. She earned B.A. and M.A. degrees from the University of Utah.

The Student Environment

In the past two years I had found myself, in conversations with my colleagues, frequently criticizing students for being interested in everything *but* college. Their priorities were all wrong, we commiserated. They were more interested in their dating rituals, in their part-time jobs, or in athletics than they were in achieving academic excellence.

Implicit in this criticism are the notions that we would like to see students come to college and put the rest of their lives on hold and that we would like students to become single-minded, perhaps even cloistered like monks, in their fervent pursuit of education. As an academic idealist, I suppose I would like that to happen. As a realist teaching at an open-admissions community college, I know it will never happen, and I doubt it really should.

Isn't it a bit egoistic as well as unrealistic for us educators to think that students should, or could, become mere receptacles for the wisdom we impart, responding neither to their raging hormones nor their roller coaster emotions? To wish that they could forego all sorts of distracting struggles while in college and devote themselves totally to intellectual life is even laughable.

For us to imagine that Freshman Comp or World Geography matter at all to the eighteen-year-old who is trying to decide whether to engage in premarital sex or to try drugs is to misunderstand human nature. For us to think that pulling an "A" in Biology 101 is all-important to the young woman whose fiance just told her that he isn't ready for marriage and wants to date other women is to devalue certain pivotal life experiences that are at the very core of real education, which is learning to live happily and productively. Chances are that the students' grappling with such problems and workig through those problems with some degree of success is the best education of all, in spite of what we educators would like to think.

And, finally, to assume that our students will thrive in an environment that pits them against teachers who are at worst antagonistic and at best disinterested and remote seems to somehow be at odds with the fundamental concepts of higher education. Teachers should make a conscious effort to view students as human beings—as hard as that may be at times—and recognize that students have their own sets of problems and values, however different.

Educational Priorities

In some respects, I blame the priorities of educational institutions for the prevailing attitudes among teachers. An academic institution that places a strong emphasis on publication and on the need to bring in research dollars encourages (or forces) teachers to slight students. Institutions that require a professor to teach only a few classes a year while engaged in research or publication create the three-hundred-student classrooms by necessity. Consider the difference in classroom numbers if every professor taught four—or even just three—courses per quarter.

A perfect example of the unfortunate attitudes that are embraced by many in academia was related to me recently by a colleague. It seems that a veteran professor had been appointed as director of undergraduate studies at a large university. Hitherto, he had been safely insulated from the general student population, only teaching an occasional graduate course or two. When asked how he liked his new position, he responded that he did like the increase in salary, but that he really hated having to talk to students so often! Of course, this is extreme, but it clearly illustrates the tendency of some "teachers" to shift the focus of higher education away from the student.

Extracurricular Duties

Even at the community college level, faculty members are so swamped with extracurricular duties that the student is often far down the list of important considerations. In Utah, community college faculty responsibilities often include such things as community outreach efforts like judging contests at local high schools (in one quarter I found myself judging a history fair

at a local junior high school, judging Sterling Scholar candidates, judging the PTA's Reflections contest at one of the high schools, and finally having to refuse still more requests), and taking on important and often monumental committee assignments or administrative tasks such as chairing a department or restructuring curriculum without adequate release time. It is little wonder, then, that perceptive students are complaining of not getting their money's worth in college, and that many teachers are wondering uneasily whether they are really educating or whether they are simply creating a system where students jump though the hoops of classroom politics and institutional rules to collect a degree.

Top Priority

Two questions present themselves at this point: First, given the present situations in most institutions of higher learning, how can we give students top priority? It may simply be an unfortunate fact that universities depend heavily on research grants and recognition from publications, and that community colleges are underfunded and, hence, understaffed; perhaps nothing short of higher taxes and higher tuitions will change that. Considering the current political climate in Utah, there is little likelihood of increased funding; I don't think that's the answer anyway. Faculty and administration must share the responsibilities of education—faculty by refusing to give in to the urge to be calloused and distant even though it's easier that way, and administration by recognizing the demands they place on teachers' time with extracurricular assignments or pressures to publish or bring dollars to the institution in whatever way.

From a practical point of view, perhaps we must look to the community colleges, where faculty members, in spite of their limitations, are much freer from pressures of research and publication, and where classroom size is traditionally much smaller thus making student-teacher interaction feasible. Community college teachers could become the *real* educators, opening students' minds and giving them the solid background in critical thinking through vigorous and wide-ranging dialogue that just isn't possible for undergraduates in larger institutions. In addition to giving a solid general education in the freshman and sophomore years, community colleges could provide courses modeled on open exchange of ideas and energetic interaction between teacher and students before turning students out into the impersonal larger universities for further studies. Even if we do little more than teach them how to learn, we must consider ourselves successful.

Balance

The second question in my two-front discussion of teacher-student relationships has to do with the appropriate balance between camaraderie and pedagogy. It seems to me that it does require some pretty careful attention, since we have all had the experience of being too empathetic, too concerned about a student's welfare, of finding ourselves having to sort through emotions and sympathies that may blur a grade on academic performance, being unsure whether we could be objective. On the other hand, can we afford to become too inaccessible? In the interest of our students (who, after all, are our "raison d'etre"), can we allow ourselves to be too busy and removed and in the process to lose sight of what our students need from us? I think not. If the United States' educational system is in crisis, if the American mind is indeed closing, could our inadvertent misconceptions of students' values and motivations and our dedication to the educational bureaucracy be part of the cause?

Teachers at the community college level have the very best chance, it seems to me, to make a real difference in higher education. Few of us experience the restrictions that our university colleagues have, and though we may occasionally envy our university counterparts for lighter teaching loads and greater recognition, few that I know would want to change places with them if it meant giving up the freedoms of smaller classes, relatively little department intrigue, and boundless opportunities to *really* teach. The task of the community colleges

should be to take advantage of these overlooked blessings afforded genuine teachers, not by emulating the university environment, but by keeping students at the center of learning and giving most of our energy to teaching; thus improving on the congenial atmosphere that already exists in smaller colleges by becoming advocates of true learning.

AIR WAVES OF THE FUTURE: A NEW GENERATION OF TELEVISION LEARNING

Dr. Nancy J. Taniguchi

Did you ever take a college class on television? I did, and it was awful. I can't remember the professor's name (one of the blessings of advancing age) but his course was Introductory Geology. We watched a full semester of black-and-white shots (this was a *long* time ago) of a talking head, interspersed with occasional rocks and minerals whose peculiar properties (color, hardness) had to be painstakingly described. The course's only saving grace was the promise that the top ten percent of the students could take the course *live* the second semester. For the only time in my life I went home every night and typed my notes (and I didn't know how to type). Was this an educational incentive? Maybe. A meaningful learning experience? Never.

Advocacy

Twenty-some years later I find myself an advocate for television learning. How did this transformation take place? (No, I'm still too young for senility.) As part of the teaching team broadcasting classes from the College of Eastern Utah to two local high schools, East Carbon and Carbon, I have experienced the new "distance learning" or "telelearning" first hand. All students are concurrently enrolled, a procedure different from Advanced Placement, or other high school opportunities for college credit. This televised teaching is no longer the grim experience of my geology class for three important reasons: technology, need, and adventure.

First, technology has changed, very much for the better. Black-and-white, fuzzy, television pictures have been replaced by clear, full color. Condensor microphones now clip to the lapel, giving the speaker freedom of movement. Stationary mikes throughout the classroom allow students to respond, question and discuss — with the instructor and with their colleagues in distant locales. Thermofax machines transmit printed assignments and student papers from room to room, across dozens of miles, in a matter of seconds. Various types of electronic blackboards exist, including those that reproduce writing on distant computer screens. (My own is far less sophisticated: a stationary overhead camera transmits whatever I choose to write on my buff-colored desk pad with a black marking pen. Maps, graphs, political cartoons, photographs, and advertisements can be similarly shown simply by placing them in position on the desk.)

In addition, commercially prepared videotapes can be easily aired on one of the VCRs built into the system. If part of my class will be gone a certain day (for debate, forensics, athletics, the senior trip, etc.) I can tape my lecture for their perusal during study hall or in the library on the school's VCR. (I really don't worry about being replaced by one of my own tapes; I change my course too much for that. Besides, the expense of buying a sufficient number of videotapes to record an entire class would be staggering. Furthermore, it would make little sense for a school district to go through

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NANCY TANIGUCHI teaches History and Government at the College of Eastern Utah. She earned her B.A. degree at the University of Arizona and M.A. and Ph.D. degrees at the University of Utah.

the major expense of installing a *two-way* audio-visual system, and then go back to the talking head with no interaction. I also have the protection of copyright laws.) Clearly, the opportunities for variety of expression and class interaction have widened dramatically since my geology days.

Perceiving a Need

This innovative system has been installed at the College of Eastern Utah through the generosity of the Carbon School District. While I have nothing but praise for Assistant Superintendent James Jensen and our multifaceted support staff, I must admit that we did not receive this windfall purely from a spirit of altruism. The School District, and the College, clearly perceived a need: the growing ranks of Utah's schoolchildren. One way to alleviate the crunch is to broadcast college classes to carefully screened, college-bound secondary students. In their high school classrooms they can begin to take college courses, saving their time and the state's money. As Utah's school population swells even larger in the coming decades, this telelearning will undoubtedly become the (air) wave of the future.

Consider, for a moment, some recently-published statistics. According to a May, 1986 report of the Utah System of Higher Education, "the Utah public schools rank dead last, behind Mississippi, in state funding per student." On the other hand, "Utah ranks 16th in state dollars per student in higher education." Without even more severe restriction of college and university budgets, here is an innovative way to "share the wealth." A college professor, paid with those higher education dollars, can help alleviate the pressure on secondary classrooms. (Please note that this system does not deprive anyone of a job. The high school students who participate in my telelearning class are selected by *high school* teachers and guidance counselors. This reduces the class load of the overworked high school teacher, who may have 25 in a class instead of 32. No one is proposing that we college teachers simply take over high school classes. Neither the high school nor the college faculty would stand for that.)

The 1986 report continues: "Enrollments will increase some 25,000 to 35,000 by the year 2,000 and about 12,000 students by the end of this decade . . ." and goes on to mention revenue shortfalls. Here is another serious need. Aside from a major tax increase (and does any serious Utah politician not quake to imagine that?), how are we going to educate all those young people? Again, telelearning provides part of the answer.

Rural Classrooms

By broadcasting a television class to rural classrooms, the Utah System of Higher Education, in tandem with local school districts, can educate more people for less money. Only one teacher is needed to reach several locales. Obviously, there is a limit, for two reasons. Although I could conceivably lecture to 250 students in twelve different classrooms, would I want to grade all those papers? In addition, I see and hear each classroom on its own separate monitor, or TV screen. How could I ever keep track of twelve of them? Right now I have two, in addition to the live class in front of me. I don't know what the maximum reasonable number of TV monitors would be, but I'm sure nowhere near twelve. One has to keep in mind that what is technically possible — and twelve is — isn't necessarily educationally desirable.

Even given the caveats I've attempted to intersperse in this account, telelearning may appear to be a neat, efficient, modern system. Here is where the adventure comes in. Imagine, for a moment, that a huge storm sweeps in at the beginning of class and knocks out the microwave tower. Can the East Carbon class hear me? no, and they can't see me either. How many days will they miss? If we have a blank tape on hand, we can simply pop it into the VCR hooked to the system, tape the day's lecture, and send it out. (Fortunately, we always seem to have someone going that way. In other areas, instructors use UPS.) East Carbon will not benefit from two-way interaction for as long as the tower is down, but at least they will be able to see the lecture. Only a day late. If we

have a blank tape. (This actually happened last year, and the tower was down for four days. This year there were no interruptions.)

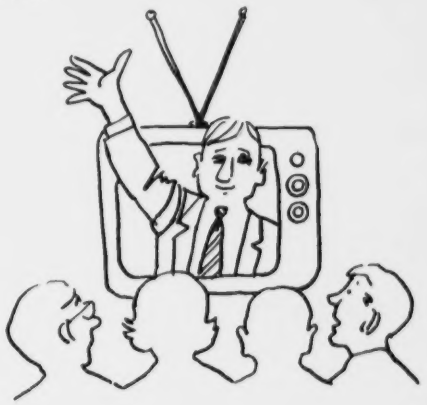
Student Adventures

Students have their own adventures. One of my students, a mother of three, got a call that her child broke out with the measles. Her mother could watch the sick youngster that afternoon, but only for an hour because she had her own job. How could she attend class? No problem. the student went home to East Carbon in the afternoon, took the child to her mother's, and joined the high school students to watch her regular college class. In a separate instance, two young college men decided to spend several afternoons in class at nearby Carbon High in the company of three beautiful, female high school students. These young ladies, now more at ease among their older classmates, later joined our college class on a day when the high school had vacation, but the college did not. (The alternative would have been to watch a tape later on.) Obviously, the system's flexibility provides additional opportunities for student learning and interaction.

A final plus was, to me, most unexpected. I noticed my college students watching the classroom monitor on which I appear (along with the "blackboard," when we switch to camera one and I write on my pad). I assumed that this behavior simply showed they were "video brains," sadly conditioned by too many years of television viewing. Then I had a guest speaker. Very soon I found myself watching the monitor, for the guest speaker was a very savvy person. He knew that if he looked straight at the camera (very difficult for those of us brought up to believe in eye contact, but you get used to it), he could look every single student right in the eye. (Watch Dan Rather tonight if you don't believe me.) When the students had to do their own classroom presentations (this is a government class — I make them debate), they quickly adapted to this technique. They knew the stare-'em-in-the-eye approach increased their credibility. They could persuade their peers. Incidently, they have also become more sophisticated television watchers now that they know first-hand how the system works. We all know how influential television is. What a wonderful bonus if using this system will help mold critical viewers.

Unexpected Bonus

Finally, the system has provided an unexpected bonus. In the fall I intend to add a major segment on Presidential campaigns from the primary to the election. As a class project, students requested television advertising "spots" from all the early Presidential hopefuls. Jack Kemp sent us his, prior to dropping out of the race. He included written permission to rebroadcast them on any educational, noncommercial television network. (We will happily lend them on request, and we may yet receive those of others.) Those of us analyzing a campaign have the added stimulus of getting an actual piece of it almost as soon as it is created.



Telelearning is a useful system, and with the pressures on Utah education its use will probably increase. I like it. The high school students have rated it equal to or better than their other classes in terms of interest and education, according to last year's survey by the Carbon School District. The college students were not polled, but they have continued to sign up for the course in equal numbers after hearing about it from their friends. The participating high school students exceeded their college counterparts in academic performance (largely as a result of preselection). In addition, school district

parents also reported positive comments from their participating offspring.

These results are certainly a long way from my college geology class. Oh, yes. I got into the live class for the second semester. But I still don't know much about geology.

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Q & A: HOW ARE WE DOING?

Bryan B. Gardner

There was a meeting in an iron curtain country at which one of the party members, Comrade Popsky, got up and said, "Comrade leader, I have only three questions to ask. If we are the greatest industrial country in the world, what happened to our automobiles? If we have the best agriculture in the world, what happened to our bread? If we are the finest cattle raisers in the world, what happened to our meat?"

The presiding chairman stared at Comrade Popsky, hardly believing what he heard. Then he answered, "It is too late to reply to your questions tonight. At our next meeting I will answer them fully."

When the meeting opened the following week, another party member rose and said, "I have just one question. What happened to Comrade Popsky?"

Uncomfortable questions sometimes are handled either by silence or drastic measures, even in educational institutions.

At Salt Lake Community College during the past year we have been asking a lot of hard questions. They could have been swept under the rug and we'd have continued in some ignorance of how and what we're doing, both well and badly. But the administration was willing to risk, and to engage outside professional guidance to assist in getting the answers. The Salt Lake City-based marketing research and analysis firm of Dan Jones and Associates was hired, not only to do the inordinate amount of grunt work but also to analyze the reams of raw data which would be forthcoming.

Research and Analysis

No longer can far-reaching decisions be made merely on hunches or personal likes and dislikes. It is our opinion the day is here and the time is now when conclusions should be gained and money expended primarily on the basis of sound research and analysis of data. Major success in the commercial world has often been tied to detailed and extensive market research and data analysis. Education (which in brute reality is every bit as competitive for rounding up students as is business rivalry for acquiring customers) cannot afford to lag behind proven commercial methods—especially in light of the fact that it has been through education research that some of these survey methods have gradually developed.

Of course, we have had our own satisfying, self-sustaining, smug and occasionally brilliant perceptions about our community college. But, too, we have had ongoing wonderment about such things as mundane as our name change. Does the public yet recognize us by our new name, or should we be ever resigned to the "Trade Tech" nickname? What does the community think are the good things about SLCC? And—dare we mutter the question—what are the negatives?

At this point, enter Dan Jones and Associates. After considerable discussion with Dan and Pat Jones, we put together some possible survey questions. They were to be refined after Pat had met with two Focus groups, one of high school seniors from the Salt Lake valley, the other of SLCC alums. (A Focus group, in this context, is a small group of about 10-15

BRYAN GARDNER is Assistant Director of Public Relations at Salt Lake Community College. He has authored several books and articles, acted in theater, TV and radio, and appeared on the professional public speaking circuit. He has been with SLCC for over 25 years.

people who are chosen at random from a target population. Each Focus group is brought together in a conference room with a moderator who poses the major questions and makes certain everyone participates so that a true cross-section of opinions are discovered. The candid answers then allow the client to further refine the questions to be used in the actual survey.)

Focus Groups

Although the Jones' had warned us that Focus groups tend to be quite vocal, still we were not fully prepared for what followed. The experience was a mind-bender. Two of us from PR, an academic dean—and even the college president for awhile—suffered some professional ego-stress, even though we were safely hidden in an adjoining room with a one-way mirror through which we gazed, astonished, at these young people. We couldn't believe that in several instances it seemed like some of those high school students had never even heard of the college, since their responses were so off-track in relation to reality.

For example, one bright young fellow equated us to a li'l ole one-room red brick schoolhouse built in the last century. In fact we have half-a-dozen large classroom-lab buildings on the Redwood Road campus, all built within the past 21 years; plus satellite campuses at three other sites in the Salt Lake Valley.

Another student thought we had a tiny student population. In reality we have over 10,000 students, making us the fourth largest public higher education institution in the state. And yet one more Focus participant deduced we couldn't have good instruction since the cost of attending the college was less than other schools. That meant that faculty must be paid less well, which in turn meant we couldn't possibly attract great teachers. Now that all seems so top-of-the-mind logical; except, it isn't true!

Even some of our loyal alums had a few things to say which rocked us to the roots. Nevertheless, the candidness of responses immediately straightened our thinking on some planned survey questions: they were clarified, strengthened, rephrased or deleted. Several days later we received the transcript of the two Focus groups, and we then met again with Pat Jones to review final details before the surveys were conducted.

Target Groups Surveyed

Three target groups were to be surveyed: general public, students and opinion molders. We were naturally interested in the general public's perceptions of SLCC, its strengths and weaknesses. Four hundred and two random telephone samples were obtained from Salt Lake County residents. We also wanted to know what our own students on campus thought about the college. Two hundred and one interviews of day and evening students were conducted on the Redwood Road campus, using a random skip factor to determine selection. And, further, we asked the Jones organization to get data from opinion molders. One hundred prominent men and women who "make a difference" in the community (40 of them Utah State Legislators) were contacted by telephone and responded to the questionnaire.

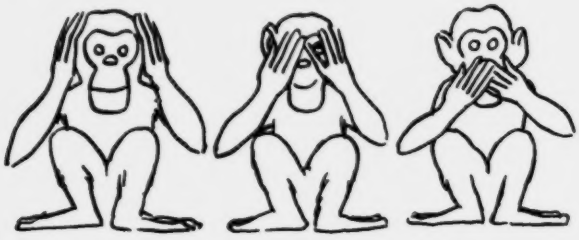
As the survey results unfolded we learned that all sources recognized the college prepares students for a job or profession; and everyone understood the community college made it easily possible for applicants to get accepted into the college.

In addition, opinion molders—the key influential people in our community—were impressed by the reasonable tuition. They also perceived that SLCC's administration really cares about the students.

Students—those on the firing line—found several other strengths in addition to those already named. They liked the easy enrollment process, the quality student counseling, college assistance in helping students find jobs, and staff who take interest in students. But the most positive aspects of coming to Salt Lake Community College, students said, are the small class sizes and the excellent teaching staff. Respondents gave a "thumbs up" to the college broadening its general education programs.

Only two percent of students questioned for the survey determined that if they had to do it over again, they "probably would not" attend SLCC. All others were positive.

On the reverse side, the survey confirmed our fears that Salt Lake Community College has only moderate clout with the Utah State Legislature. Most opinion molders said we needed to continue work on that. But that, of course, is one of the challenges for *all* the two-year colleges in the state: to get legislators to sit up and take notice that the community colleges are terribly significant and deserve practical attention.



The survey noted the perception that it was difficult to get credits transferred to senior colleges and universities. The facts are more and more at variance with this notion, but the college is seriously addressing this issue among others.

Stray Comments

All sorts of gratuitous comments were made during the total survey. Students said such things as, "There are more classes to choose from," "With the name change, classes are easier to transfer to other colleges," "They changed to a community college and got rid of the feeling that it was technical only," and "The plans I've seen in humanities and the physical expansion of the campus are good." There were also statements like, "It (the college) is not well known, but it is getting there," "Parking may be better than at the U. of U.," "I don't think the —— section has the reputation yet needed for better paying jobs," and "There are not as many social functions."

One of the classic comments, in response to a question about "What are the most positive aspects of attending SLCC" was, "Getting a good job that I like with high pay so I can live like a person and not a dog."

On the other hand, some respondents noted the college didn't offer classes they wanted, the location was awkward, they were interested in a four-year degree, the image was that of a vocational but not an academic school.

Results

As a result of this and other extensive surveys we can now show facts and figures to legislators, confront them with what the public expects of us, and show how we are changing to be responsive to the needs of the state.

Both the 100-plus page report and a complete computer data printout comprising several hundred sheets have been carefully reviewed. We are more aware of the need to consistently publicize transfer capabilities, size of the campus, student enrollment, and variety of classes. The Dan Jones survey has been most useful. The experience has encouraged us to undertake—admittedly in very modest form—some market research of our own on a few of our trade and technical programs. Our efforts have not been perfect. Some survey questions have turned out to be dumb because almost no one could respond to them. We're learning.

At the same time we have been surprised to find conflict in opinions expressed by some "real world" practitioners as they have noted our curriculum. And this despite our program advisory committees' guidance. Nevertheless the discussions which have developed are causing us to reexamine not only what it is we are teaching, but why, and how and for what purpose, too.

The process of surveys and market research is causing us to rethink who our students should be, where they come from, what their expectations are, what employers really want, what they're willing to pay, and what classes we should offer. We are flying less by the seat-of-our-pants than in the past. Posing hard questions and getting answers is immensely helpful. Oh, that we had started asking those

questions years earlier.

"What a boy you are for asking questions," said the father. "I'd like to know what would have happened if I'd asked as many questions when I was a boy."

"Perhaps," suggested the young hopeful, "you'd have been able to answer some of mine."

UTAH HIGH SCHOOL STUDENTS IN ADVANCED COURSES

Roger G. Baker

The Utah Legislature has encouraged high schools and colleges to provide a system of concurrent enrollment whereby students in high school can enroll in college level courses. It seems that part of the motivation of the legislature is the possibility of saving money. This is obvious in House Bill 110 submitted in the last legislature which suggested "a curriculum . . . which allows students to complete high school graduation requirements and prepares students to meet college admission requirements at the conclusion of the eleventh grade." Institutions of higher education have been cautious about pursuing this idea because of a lack of research evaluating the concept and a desire to maintain educational quality.

Even though cautious, a joint committee from public and higher education has submitted a report generally favorable to the concept but calling for a thorough evaluation. In the meantime the proposed legislation introduced in the last session of the legislature had a section "providing that college credit programs offered in high school . . . include concurrent enrollment courses, advanced placement courses, or both."

A bit of irony in the current debate is the fact that it is difficult to determine exactly the extent that college level classes are presently being offered in the high schools. A close look at student reported ACT data show more students saying that they are taking college classes in high school than estimated by educators. In addition these students are very capable and rate their high school experience higher than students not in concurrent programs. It is important for institutions of higher education to learn more about the academic preparation of these advanced students as concurrent enrollment programs are prepared so that collegiate level quality is maintained in advanced and concurrent programs.

The generalizations above about the number of high school students in advanced programs come from data reported by 1987 high school graduates who registered to take the American College Test (ACT). Caution is necessary in using this data for two reasons. First, it is self-reported data and even though research suggests that it is very reliable, the perspective should be maintained that this is what students say, not what administrators or faculty report. The second caution is that not all students who take college level courses while in high school also take the ACT. A telephone survey of 10 school counselors at large high schools indicated, however, that the student enrolled in a college level course and not taking the ACT Assessment is rare since concurrently enrolled students are almost all, by definition, college bound.

In 1987 there were 20,930 high school graduates in Utah. Of these 13,605 completed the ACT Assessment. This means that 65% of the Utah high school graduates in 1987 had the opportunity of indicating whether or not they were enrolled in college level courses while in high school.

ROGER G. BAKER teaches English/Education at Snow College. Previously, he was Assistant to the President and Dean of Instruction. Recently he spent a year in the Republic of Ireland working on a project for the European Economic Community. He is Utah's representative to the American College Testing (ACT) Corporate Board.

ACT data show that 8124 students of the 13,605 tested answered yes to the following question:

While in high school, I was enrolled in advanced placement, accelerated, or honors couses in the following areas:

94. English
95. Mathematics
96. Social Studies
97. Natural Sciences
98. Foreign Language

It cannot be assumed that all 8124 students who answered yes to one of the above questions received college credit for their experience. However, the data do indicate that 59.7% of the students taking the ACT Assessment regarded themselves as being enrolled in an advanced program while in high school. It also means that at least 38.8% of the 1987 graduating class indicated that they were enrolled in advanced placement, accelerated, or honors courses. Some of these courses would undoubtedly carry college credit and all would at a minimum help students be better prepared for a college curriculum.

Further context for these data can be found in an analysis of the number of 1987 Utah high school graduates who were enrolled in an Advanced Placement Program and took the Advanced Placement Examination offered by The College Board. Advanced Placement Data for this period indicate that 7970 examinations were given to 5390 candidates for Advanced Placement credit. Of these 5390 candidates who took examinations, 2995 were seniors. That is 55.6% seniors. The pass rate for examinations, not students, is 67.4%. This means that 5372 examinations given in Utah received college credit. This represents 5372 enrollments in Advanced Placement Courses and not 5372 individual students.

If the assumption is made (even though obviously not correct) that all seniors taking the Advanced Placement Examination also took the ACT Assessment during this period and indicated yes to the question asking about advanced placement, accelerated, or honors courses, then 5129 graduates remain that took advanced work in high school other than Advanced Placement classes. This would be 24.5% of the graduating class.

If nearly one fourth of the 1987 high school graduating class was enrolled in advanced courses, it may be that the legislature, which seems to be encouraging concurrent enrollment as a method of saving money, is only encouraging something that is already happening.

Act Scores

The preparation of high school students taking advanced courses is striking in contrast to those students taking the ACT Assessment and not taking advanced courses. It should be noted that this fact can lead to at least two conclusions. One is that advanced courses attract capable students and the other is that advanced courses make advanced students.

The average ACT Composite for 1987 Utah high school graduates was 18.9. Table 1 shows the average score for students enrolled in advanced courses at 20.9 which would be at the 62nd percentile of Utah's high school gradu-

Table 1
Comparison of ACT Scores

	Utah HS Graduates n=13605		Enrolled in Advanced Courses n=8124		Not Enrolled in Advanced Courses n=5031	
	Mean	*S.D.*	*Mean*	*S.D.*	*Mean*	*S.D.*
English	18.6	5.5	20.4	4.9	15.7	4.9
Math	16.8	7.7	19.3	7.2	12.8	6.6
Social Studies	17.8	7.1	20.1	6.8	14.3	6.2
Natural Science	21.9	6.1	23.6	5.8	19.1	5.6
COMPOSITE	18.9	5.7	20.9	5.3	15.6	4.8

ates. This is considerably above the 15.6 (30th percentile) for students not taking advanced work. It should be noted that both groups consider themselves college bound. The ACT Assessment is for college bound students.

High School Grades

Students taking the ACT Assessment are asked to report high school grades in each of the four test areas. Research has indicated that there is no significant difference between the self-reported grades and actual grades.

The average self-reported high school grade calculated by averaging the four grades is 3.12. The average for students enrolled in advanced courses was 3.32 and the average for students not enrolled in the advanced courses was 2.79.

Student Satisfaction with Education

Perhaps some of the most telling data comparing students taking an advanced curriculum with those not, is the level of satisfaction each group expressed with their high school program.

Table 2

Expressed Adequacy of Education

	Advanced Studies n = 7979			Standard Curriculum n = 4945		
	freq	*pc*	*ACT Comp*	*freq*	*pc*	*ACT Comp*
Excellent	1996	25%	22.6	570	12%	16.8
Good	3734	47%	20.9	2306	47%	16.1
Average	1257	16%	18.9	1470	30%	14.8
Below Average	249	3%	19.7	272	6%	14.4
Very Inadequate	743	9%	20.9	327	7%	15.0

Table 3

Student Satisfaction With Various Aspects of High School

		satisfied	*neutral*	*dissatisfied*	*no experience*
Classroom Instruction	Advanced	62%	25%	11%	0%
	Standard	55%	33%	11%	1%
No. & Variety of Course Offerings	Advanced	61%	19%	19%	1%
	Standard	55%	24%	20%	1%
Grading Practices & Policies	Advanced	51%	31%	18%	1%
	Standard	42%	35%	21%	1%
No. & Kinds of Tests Given	Advanced	55%	36%	8%	0%
	Standard	45%	43%	10%	1%
Guidance Serv Provided by School	Advanced	52%	25%	20%	3%
	Standard	50%	30%	17%	2%
School Rules Regulations & Policies	Advanced	45%	27%	26%	1%
	Standard	40%	30%	28%	1%
Library or Learning Center	Advanced	50%	26%	21%	2%
	Standard	54%	29%	14%	2%
Laboratory Facilities	Advanced	42%	30%	21%	7%
	Standard	40%	34%	17%	9%
Provisions for Help in Reading, Math	Advanced	33%	23%	9%	35%
	Standard	37%	28%	12%	21%
Provisions for Acad. Outstanding Students	Advanced	72%	16%	8%	3%
	Standard	49%	27%	6%	16%
Adequacy of Prog in Career Ed & Planning	Advanced	44%	29%	20%	5%
	Standard	44%	32%	19%	5%

Although it is encouraging to see the level of satisfaction of those students choosing the advanced curriculum, it should be discouraging to educators that about the same percentage of each group (12% advanced and 13% standard) rated the adequacy of their high school education as below average or very inadequate. The discouragement is compounded when it is recognized that the dissatisfied students who choose an advanced curriculum scored quite well on the ACT Assessment.

The following data is more specific with respect to satisfaction with various aspects of the local high school. The data is reported as a percent of each group with advanced being those students who chose advanced placement, accelerated, or honors courses and standard being those students not selecting advanced courses.

It may be that the above data has the potential of developing more heat than light. The differences between the groups offer much for conjecture as well as the percentages themselves.

The largest difference between the two groups was on the question of provisions for academically outstanding students. There were 72% of the students who were in such classes that indicated satisfaction. This is 23% more than the 49% of the other students who indicated satisfaction with provisions for academically outstanding students.

Although 72% of the students in advanced classes indicated satisfaction with provisions for academically outstanding students, 8% or 649 students, indicated dissatisfaction.

College Choices

Of particular interest to colleges in Utah should be the enrollment intentions of advanced high school students. The choices of institutions of higher education for students in advanced and standard high school programs raises interesting and compelling research and policy questions. The data show that 19.5% of the students enrolled in advanced high school courses indicated an out-of-Utah college or university as their first choice institution for further study. This is contrasted to 14.3% of the students in the standard program who were looking out of state as a first choice. With 1533 of the advanced students looking out of state as a first choice for higher education, Utah may have to face the fact that some of the brightest are choosing to leave the state after high school. Perhaps earning Utah college credit while in high school would help persuade these bright students to remain in Utah to continue their education.

Conclusions

These data provide many points of departure for further investigation to answer the problems associated with the legislative encouragement towards concurrent enrollment.

The report confirms what may be intuitive. Bright and capable high school students in Utah are choosing a high school curriculum that includes advanced placement, accelerated, or honors courses. These students are generally satisfied with their high school program but at least one fifth of them expressed dissatisfaction with school rules, laboratory facilities, libraries, guidance services, and career education. Further, 19.5% of them are indicating a college or university that is out of Utah as their first choice.

The most important question yet to be addressed concerns the benefit to the students of concurrent enrollment. Concomitant questions concern the cost vs. benefit. These include costs in time, money, and institutional priorities in both public and higher education.

ENHANCING STUDENT PERFORMANCE BY LEARNING HOW TO FEED THE PIGS

David O. Litchford

"The deepest drive inside all people is the desire to succeed, to be great, and to excel." This single idea still lingers in my mind as the most important concept I learned during my undergraduate years at Weber State College. Dale Carnegie made this statement in his book *How To Win Friends and Influence People,* and I feel this saying applies to every student that attends the community colleges within the state of Utah. Those college instructors who have had the greatest impact on my life are those individuals who encouraged me to seek out that greatness within me.

My experience as an instructor at Utah Valley Community College is almost one decade, and I feel that I have learned many painful but rewarding lessons in bringing out the best performance and excellence within every student. Looking back on my teaching experience, I now realize that I have made a 180 degree shift in my teaching philosophy. This shift seems to parallel a learning experience I encountered as a young boy on the farm in northern Utah.

Slopping Hogs

As a boy I had the daily chore of taking food out to the pigs each morning. We referred to this task as "slopping the hogs." As I would take the two "silver" buckets, filled to the brim with the family leftovers, to the hogs, our family's large and lazy creatures would wander slowly over to the trough and quickly consume all that was placed in front of them. The hogs would never look up at me as I lowered the contents of the bucket down towards them, and no appreciation was ever displayed on their fat, pointed faces as I provided them with daily nourishment. I developed a strong dislike for this chore as I had to encounter the smell and dirty surroundings each day.

My negative attitude was reinforced as the hogs never seemed excited when I approached them with their daily meal. My attitude toward this duty quickly changed upon the arrival of four baby "piglets" one summer morning. One day, as always, I proceeded to pick up the two silver buckets in my hands. As the morning sunlight reflected off the buckets, the baby piglets quickly gained focus of the reflection that nourishment was soon arriving. Moving slowly towards the pen, I noticed something I had never seen before in my "slopping the hogs" experience. I identified a self-generated enthusiasm, a natural hunger that created excitement on the Rodney Dangerfield look-a-like faces of the piglets. As I walked closer to the pen, the baby piglets began to run, while stumbling over and falling on top of each other, towards me. As I moved closer towards the fence, the piglets proceeded to leap towards me and ended up leaning on the first rail of the wooden fence. As the two buckets were lowered, I never would be able to drop the contents into the trough. The four baby piglets leaped head first into the trough; and while lying on their backs, proceeded to consume all the contents that

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DAVID O. LITCHFORD teaches Business Management at Utah Valley Community College. He completed an A.A.S. degree in Sales at Weber State College and earned a B.S. degree in Marketing and M.A. degree in Educational Administration at B.Y.U.

would fall from above. From that time on, each day started out with excitement and enthusiasm, as I took out the morning leftovers to the baby piglets because I knew they would anticipate with passion my daily delivery each morning. At that time I stopped using the phrase "slop the hogs" and started saying "feed the pigs" because this chore, which was earlier referred to as a burden, now became a pleasure. I believe that this attitude change in my mind turned a daily routine into one of my early life's most exciting moments.

Feeding Pigs

Wouldn't it be thrilling to see from our students in our classes the same type of self-generated enthusiasm and natural hunger for the knowledge that we disseminate? Wouldn't it be exciting to have the same positive attitude towards teaching that I had as a young boy with my chore of "feeding the pigs?" Each day students would arrive for class early, asking questions without being persuaded or forced, expressing lighted faces as the hunger for knowledge becomes so strong that immediate gratification is essential!

Focus

The letter "F" in *F*EED represents FOCUS. Every class must have a main objective or goal to accomplish during the quarter— in essence, a mission statement that creates a vision. The business world learned this years ago by creating company mission statements. A mission statement refers to the nature of the company's activities in terms of its ability to serve its market. These company mission statements created visions for all employees from chief executive officers to the front line workers. Education has adopted this concept during the last several years, as every college within the State of Utah has created a strategic plan. The major course objective in each class should be viewed as the class's mission statement. This objective or mission statement should be reinforced and repeated several times each week. In my beginning marketing class, I have a mission statement that simply states that the purpose of marketing is "To create an atmosphere for making profits." We discuss that the quarter will be spent learning how to create the proper atmosphere so that profits will naturally occur. This major concept is reinforced and repeated each week and students end up actually obtaining the vision of business. Years after students have taken the class, they would be able to verbally repeat back to me this major idea that was the major focal point of the class. By focusing in on a major center point or vision, all that is discussed during the quarter will have more meaning and better application. Father Theodore Hesburgh, the former president of Notre Dame University said, "The very essence of leadership is that you have to have vision. It's got to be a vision you articulate clearly and forcefully on every occasion. You can't blow an uncertain trumpet." The major objective of your class, when turned into a mission statement, creates vision and maintains a focal point for class activities throughout the quarter.

Enthusiasm

The second letter of "E" in F*E*ED represents ENTHUSIASM. Enthusiasm in an instructor is one of the most important factors necessary in enhancing student motivation and performance. It is interesting to know that the etymology—the derivation of enthusiasm—comes from three Greek words. The first Greek word of "Theos" means God and the other two

words "En-Tae" means within you, so enthusiasm literally means "God within you."

Today we associate words like enjoyment, fun, inspiration, passion, and dynamic with enthusiasm. A turned-on teacher who has a passion for teaching a specific subject matter is a powerful asset in today's colleges. Enthusiasm is created when an instructor uses real-world examples and spends time updating his/her lesson materials through reading, attending conferences, and maintaining relationships and discussions with people who are experts and specialists in the class's specific subject area. Also, enthusiasm is generated when a teacher can answer "Yes" to the following question, "Am I having fun?" Enjoyment in the eyes and face of an instructor creates passion and ignites inspiration in the mind and heart of the student. If you think back on your teaching experience, you would agree that whenever you lost your love, passion, or enthusiasm for any activity, you also lost your desire to keep working at it.

Most experts from the world of motivation will agree on a universal truth; that feelings, moods, and emotions will follow action. In other words, if you want to be enthusiastic, act enthusiastic. "Act as if" is the principle that must be applied each day in the classroom. Force yourself to smile, modulate the voice, dramatize examples and illustrations, and verbalize your love and passion for the subject matter you are teaching.

Expectations

The third letter of "E" in FE*E*D signifies EXPECTATIONS. Expectations have been defined as "anticipation of future good." Educators have heard of the self-fulfilling prophecy that occurs when an expectation turns into a reality. Basically, we can become what others expect us to become. Realizing this potential truth, let's create a positive self-fulfilling prophecy in our classroom by anticipating future good in the classroom. By realizing that a relationship does exist between expectations and performances and that the body manifests what the mind harbors, shouldn't we attempt to verbalize to our students that we have high expectations for their performance during the quarter? The students should be prepared on the first day of class to start expecting positive things to occur during the quarter. On the first day of class, I always tell my students that "I feel like this class will be the best group of students that I have ever had!" I look for opportunities to compliment and praise the performance and participation of every individual student. The old saying of "we find what we look for" will occur in the classroom. As you start looking for the positive things to occur, your students will respond and surprise you. This idea of positive expectations must be expressed habitually throughout the quarter, every week, and during every class period. Some of the tools I have used to create positive expectations in my students are identified as follows:

1. Verbalize daily that you are excited to be in the classroom that day and express enthusiasm for the subject matter being taught that day. Use voice modulation to stimulate interest in what you are saying.
2. Provide a sincere, specific, and deserving "verbal stroke" to each student every week. Keep record of this by writing a check mark next to the student's name on your roll when a verbal stroke has been delivered. By maintaining a record of this activity, accountability is created and attention is given to all students in the classroom.
3. Personalize responses by writing positive written messages on homework, assignments, and exams that you turn back to students. Make these messages personal by using the student's first name.
4. Phone those students who score high on a test and express your congratulations. Accomplish this immediately after the test, before the next class period.
5. Stop and briefly chat with the students you encounter in the hallways, after classes, walking outside the buildings, or off campus.

When all these small acts of positive reinforcement are being sent out weekly to your students, exciting things will start happening. Students will start expecting positive things to occur and become more motivated to attend your class, participation in classroom discus-

sions will increase, measurable improvements in test scores will occur, and the quality and thought put into assignments will be evident.

Direction

The last letter of "D" in FEE*D* represents DIRECTION. Once a focal point or key objectives have been established, genuine enthusiasm is expressed by the instructor; and positive expectations have become a basic foundation for classroom success, "How can this be maintained throughout the course of the quarter?" The key is in maintaining continued progression towards the course's central mission statement. Following a positive direction and enjoying the journey toward the quarter's destination is a struggle every instructor faces.

I believe that the key in maintaining direction toward the course's goals is in the development of good "habits." Og Mandino said in his book *The Greatest Salesman in the World,* "The only difference between those who have failed and those who have succeeded lies in the difference of their habits." What are some methods that can be used in developing a positive behavior pattern acquired by frequent repetition—or good habits? The following list gives some tools that have provided success in my courses the last several years.

1. Encourage students to visit you during your regular office hours. I state *encourage* by suggesting this every week of the quarter. This allows you to get to know each of your students a little better.
2. If you notice a student struggling early during the first three weeks of the quarter, ask the student to come to your office and visit with you. By doing this, you may discover a problem that can easily be resolved. If the problem is serious, suggest options for the student to pursue before the problem becomes severe.
3. Provide each student a daily outline that states upcoming exams, assignments, and class activities. This allows a student to notify you in advance of an absence during a crucial school day. Also, this outline provides a guide for you to follow and will help you avoid getting behind or off track during the quarter.
4. Provide each student with a personal progress chart that outlines all the activities of the quarter and the allotted points for each activity. Have the student keep this chart up to date and bring this chart to class on test days to match his/her record with your official class academic report. As the student finishes an exam, before leaving the classroom, sit down with the student and compare records. This allows you to avoid any recording errors and also provides the student with a chance to periodically check his/her progress during the quarter. If this can't be done during the test day, then have the student bring his/her report to your office during the instructor's office hours.
5. During the first week of the quarter, on the first day of class if possible, let the class know exactly how you will determine grades. Identify the total points possible, emphasize those areas that carry the largest weight of the grade, and discuss any department policies for late assignments and exams. Have this information on a handout that each student can keep. This will avoid confusion and frustration for the student later on during the quarter. This information should be contained as part of the course outline.

People become slaves to the habits they develop. Instructors and students are no different. If an instructor can make it a habit to emphasize the preceding five items in maintaining progress and direction during the quarter, students will feel less confused because specific guidelines have been stated.

Summary

As stated in the beginning of this article, "The deepest drive inside all students is the desire to succeed, to be great, and to excel." The process of "feeding the pigs" will enhance student's performance because this process provides answers to four basic questions that students ask themselves during the first week of every quarter:

1. **Do We Know Where We Are Going?** This question will be answered with a "Yes" through developing *focus* on a central point, major objective, or mission statement.
2. **Are We Going To Have Fun?** This question will be answered with a "Yes" through the instructor's ability to develop love, passion, and enjoyment in his/her course—genuine *enthusiasm.*

3. **What Should We Be Looking For?** This question will be answered with a "Yes" through the instructor's ability to accentuate the positive and provide positive reinforcement and *expectations* in the mind of each student.

4. **Are We Still On Target?** This question will be answered with a "Yes" through the instructor's ability to maintain a progressive *direction* during the quarter. By developing constant evaluation, confusion will be eliminated in the mind of the student.

SNARFIAN MISERY

Larry R. Christensen

"If God knew what kind of children the schools would require, he would have made them much differently."

— Source unknown

In those sensational 60s Professor Buford Snarf was in his glory. Old Snarf was an educational classic as he stood at the front of the lecture hall in his pin-striped double breasted suit with baggy pants that any circus clown would have killed for, and wearing his favorite hand-painted tie . . . the one that would go with anything he ate. He reeked of Old Spice and his Vitalis slick hair was combed straight back.

The lives that Snarf affected are infinite. By himself, he must have disillusioned thousands. The field of biology may never be the same because of this one man. Fortunately education wasn't ready for him, and he wasn't ready for education. But there he was . . . a cosmic enigma. The planets had come into line; stars were crossed and educational destinies were shaped, never to be the same again!

His biology lectures were legendary, especially the one demonstrating bilateral symmetry. The lecture was so good, he felt obligated to give it daily. He loved to grab the nearest student, stand him/her up in front of the class and do his famous "chonk" routine as the victim theoretically fell in "two equal and symmetrical halves." He never did figure out why the class sat in a "U" shape, cowering against the walls in fear of the great "chonk."

Legend has it that Snarf gave an A grade on a biology term paper that included an illustration of a chimpanzee (Pan troglodytes verus). That biological composition became a hot item since Snarf had never before given an A grade on a term paper. Copied word for word (including the illustration of the chimpanzee), it was submitted the following year for another A grade. The real clincher came when it was submitted the third year without the illustration. This time it only received a B grade with the scribbled comment, "I liked it better with the picture of the chimp!" (The story has to be true because this football player who lived two dorms over had a girl friend whose brother knew a guy who said he had also heard the story!)

Professor Snarf gave one of the strangest finals any student has ever encountered in the history of academia. He passed out six pages of the finest outlines of vertebrate feet that ever passed through a duplicating machine. The groans echoed through the lecture hall as the students scanned Snarf's masterpiece. Finally, in utter frustration one assertive campus jock took the test up to Snarf's desk, slammed it down and screamed, "This is the stupidest final I have ever seen!"

As he stormed toward the door, Snarf stopped him dead in his tracks, saying, "Young

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LARRY R. CHRISTENSEN teaches Social Science at the Salt Lake Community College. He earned B.S. and M.ED. degrees from Brigham Young University. He has served as Dean of Students at Utah Technical College at Salt Lake. Last summer he attended the Institute on Lifespan Clinical-Developmental Psychology at Harvard University.

AUTHOR'S NOTE: The nice thing about writing an article like this is that in trying to write something that will offend everyone, you fail. No one ever takes it seriously. On the other hand, I have been wondering: If our pay as teachers came in the form of applause and the passing of the hat at the end of each class, would things change? Probably not! Or, would they . . . ?

man, what is your name?'' To the amazement of Snarf and about eighty others, he began taking off his well worn Converse All Stars. Then holding up his bare foot at Snarf he said, ''You tell me.'' Well it brought the house down, and Snarf was devastated. Neither he nor his finals have been the same since!

The following fall it was rumored on campus that Snarf had (or was) retired and living at a prominent East Side address which included a room number. And at one late night fraternity party it was further reported that he was in a catatonic stupor, but was occasionally heard to mumble in a low reasonant rumbling voice, two words . . . ''bilateral symmetry!''

Education provides all too little experience with Snarf's antithesis, the ''master teacher.'' These rare and lonely individuals comprise what must be the most isolated society in the history of mankind. There is hope for these stable, well adjusted teaching professionals for Snarfism can be learned. The challenge sounds formidable, but exhaustive research reveals some basic concepts to ease into this mindless adventure in a few short quarters. You will not be alone. There will be others who either consciously or unconsciously will be there with you . . . groping and grabbing for educational misery.

These Snarfian ''principles of educational misery,'' if earnestly applied, can make any master teacher as miserable as others seem to be. These are dangerous ideas. Only the very unstable should even give them consideration.

Boren's Bluff

Many pimple-faced freshmen at a well-known ''hall of ivy'' fell into the shadow of Dr. Boren. He was well-known for teaching Introductory Speech and Intimidation 650 (Getting Whatever You Want By Whatever Means It Takes . . . Now!). If ''650'' were required for graduation, many would still be there shuffling research papers in the bottom level of the library.

Dr. Boren was a genius. His method was simple and direct. On the first day of class, even before he introduced himself, he would pompously announce that over half of the students would fail. He found an equally effective method in which he would proudly mention, ''This class is repeated by more students than any other class on campus.'' Later he took some acting classes so when he made these educationally motivating statements he looked half-crazed like Anthony Perkins in ''Psycho.''

Boren's Bluff worked, but he would be the first to warn you that there is a drawback . . . signing the flurry of withdrawal slips. It only lasts for a couple days, and after that it is bliss. On the positive side, there are no excessive tests to correct and fewer term papers to read. Let's really be honest with one another: this clever move weeds out those who were obviously going to fail the class anyway! Why waste their time? And yours? Send them hiking early. It is less painful for everyone.

Selective vs. Total Neglect

Snarf never got close to a student unless it was for the great ''chonk.'' He earnestly proclaimed, ''Showing personal interest opens the flood gates of student problems.'' Distance students from yourself, and maintain an air of intellectual arrogance. If you get close to students, they won't respect you, and best of all they won't bother you during your consultation hour. Better still, hold your consultation hour at 6:30 . . . in the morning . . . in an obscure cafe . . . in the next town.

Learning your students' names is a waste of time. A caustic "Young man" or "Young lady" in the classroom is equal to a "darling" in Hollywood. If you weaken or have a hint of humanism in your body, learn only the names of those who are young, attractive, verbal, intelligent, sensitive, or have parents with very large Swiss bank accounts.

Remember, at best, teaching is intended to be a fleeting relationship. The bottomline: Make yourself unavailable! You don't need these struggling illiterates as your friends. The number of students you have as friends is never counted in merit pay. Wise up!

Looney Lectures

Truly great and impressive lectures have always required intellectual snobbery. Students have long fought against pseudosesquidpendalianism (the use of long words!). But you must prove them wrong. If you can speak in words seldom used by anyone in the human race, it will truly try the mental capacity of these freshmen who sit in the back row dying of terminal zits.

To help you better understand your responsibility, ponder the words from the journal of one verbally illuminated freshman, "Today, I listened to my American History professor in awe. I sat for 50 minutes and listened to a very intelligent person speak words in sentences and paragraphs that made me feel less than literate. When his lecture was finished, I staggered from the classroom in disbelief for he spoke in a language that was far removed from my own. If I remain here long, I know that my life would never be the same." this kid had been to a real "double whammy" lecture.

Strive to use language that is grossly confusing, deceptive and self-contradictory. For example, tell them to get out their "portable hand-held communication inscriber." They will never figure out you mean a pencil. Once you get started, the possibilities are limited only by the amount of sleep you need. Ollie North (who was provided with additional input that was radically different from the truth) will be proud of you, and those non-goal oriented members of society (bums, street persons or students . . . they are all synonymous) will certainly look at you in total awe.

Remember the best lectures are spontaneous lectures . . . those that are organized as you mull over third world poverty . . . outloud . . . for yourself . . . for the first time . . . ever . . . in front of some unsuspecting lower-classmen! Profanity usually helps. Punctuating your lecture with those four-letter words that turned your Aunt Mable eleven shades of red is always attention getting and proves you know the word the younger generation is fond of using.

If by chance or mistake you have lecture notes (from graduate school of course) make sure your lecture moves rapidly, especially at difficult points. Note-taking is the student's problem. Don't worry about them keeping up. Keep it rolling! It is important to ignore wrinkled brows and frowns as you blindly stagger into your lecture for the 4,217th time! These ploys are used by college students to confuse and deceive you.

One final point, you must consciously work to make things happen faster at the end of the quarter. It is the "true" nature of the educational beast. Students need to be thankful that the quarter's end has arrived. Further, it humbles them into a state in which they are willing to accept gladly any grade that resembles passing.

Destroy Discovery

Snarf loved to lay back in his chair in the cubicle he called his office and philosophize about education. He loved to say, "It is not my job to inspire students to greatness, but to bring true misery to education." In his classes if a student ever came up with a brilliant question, or worse yet, a brilliant answer, he would usually ignore it. At other times he would quickly point out that the principle was discovered centuries ago, and then in the most cynical voice ask, "Who do you think you are to have the audacity to rediscover any principle?" He would then quickly move on, mumbling to himself that he had an obvious troublemaker on his hands!

If anyone ever became really interested in a facet of the curriculum, Snarf would stifle any student who wanted knowledge for knowledge's sake. He discouraged further personal research, and would make it clear they were wasting their time and his. Any extra personal effort was frowned upon and didn't count for extra credit toward their grade.

Tactical Testing

The ground rule of all of Snarf's tests was NIHYSOB, which loosely interpreted means: Now I have you SOB (the last part you'll have to translate for yourself). His tests proved the "nil" hypothesis. there was no correlation between his tests and anything that was covered in lecture, lab or the book. Testing for him was the art of deception. He loved multiple choice which had no correct answer. "It keeps people from getting a 100!"

Some other great Snarfian tips are: 1) To give tests immediately following the lecture. 2) Author tests are the most confusing. 3) No student should get a perfect score. 4) Always make tests last longer than the alloted time. 5) The longer the final, the better the final . . . eight hours is a nice testing time. 6) Creative answers will never take the place of the professor's right answer. 7) A truly great test question is one that everyone misses. 8) Ad nauseum infinitum . . .

Grading Grandiosity

Grades, for Snarf, were a serious matter. A quart of blood and a gallon of sweat were required for the lowest passing grade. He was never influenced by his colleagues who used "ABCDE" dart boards for assigning grades. He felt his method would certainly surpass theirs. He vigorously applied the "bell shaped curve" to every test he gave. He felt he owed it to himself and to education to fail his fair share, and besides, failing grades have to be justified to no one.

However, when it really got right down to it, a nice "halo" (or short skirt) never hurt anyone. Snarf believed the best student never arrived late, always laughed at his jokes, never asked brilliant questions during his lectures, smiled, and publicly said they like him (now that took guts!) It is obvious they were trying, and should get the best grades. Besides, it's the American way!

Posthumous Summary:

In summary, if Snarf could be quoted posthumously, he might say, "Remember, educators know what is best for every student who ever set foot on any campus. We have done this for years. It is our obligation not to ever let them forget it. What happens in your classroom will never be forgotten. How dare they? Assert yourself. Show them who is boss."

In Lake Wobegon where "all the women are strong, all of the men are good looking, and all of the children are above average," Snarf might have fit right in as one of the Sons of Knute, and . . .

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